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ABSTRACT

The Invitational Teaching Observation Instrument was developed to extend effective teaching through self-assessment and clinical supervision. Based on the theories of Invitational Education, this test analyzed both personal and professional dimensions of teaching. Items reflected research on effective teaching and were cross-validated with two widely used teacher performance appraisal systems: The Assessments of Performance in Teaching Observation Instrument and the Teacher Performance Appraisal System. Data collected by two volunteer teachers provided case studies that demonstrated the use of the instrument in self-assessment and improvement strategies. Ratings from 17 observers who used the instrument to analyze a videotaped lesson indicated that while the general level of inter-rater reliability was adequate, 13 items yielded low inter-rater agreement. It was concluded that the Invitational Teaching Observation Instrument provides a valid and useful framework for self-assessment and, when revised to improve reliability, may provide a meaningful basis for clinical and collegial supervision. The Invitational Teaching Observation Instrument is appended. (Author/GDC)

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The Development of Clinical Supervision Procedures for Extending the Personally and Professionally Inviting Behaviors of Middle Grades Teachers - A Pilot Study

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presented at the annual conference of the

American Educational Research Association

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Running Head: CLINICAL SUPERVISION PILOT STUDY

Abstract

This report describes the development of an instrument that might be used to extend effective teaching through self-assessment and clinical supervision. Based on the theories of Invitational Education, this instrument provides a framework for analyzing both personal and professional dimensions of teaching. Items included on the instrument reflect research on effective teaching and were cross-validated with two widely-used teacher performance appraisal systems. Data collected by two volunteer teachers provide case studies that demonstrate the use of the instrument in self-assessment. The experiences of these two teachers suggest that the instrument provides a useful organizer for analyzing videotaped lessons and reflecting upon teaching. Ratings from 17 observers who used the instrument to analyze a videotaped lesson provided a means to assess inter-rater reliability. While the general level of inter-rater agreement was adequate, 13 items yielded low inter-rater agreement. Results of the investigation suggest that the Invitational Teaching Observation Instrument provides a valid and useful framework for self-assessment and, when revised to improve reliability, may provide a meaningful basis for clinical and colleagial supervision.

The Development of Clinical Supervision Procedures for Extending the Personally and Professionally Inviting Behaviors of Middle Grades Teachers - A Pilot Study

> The transition from imposed supervision, coupled with the desirable modern emphasis upon cooperative group endeavor, sometimes obscures one of the most important implications of modern philosophy and thinking in supervision; namely the possibilities for self-direction, self-guidance, and self-supervision.
>
> - Marks, Stoops, and King-Stoops (1971)

Encouraging teacher growth and development has long been a primary goal of educational supervision. As Marks, Stoops, and King-Stoops (1971) suggest above, the possibilities of such supervision for self-direction and guidance are sometimes overlooked. The trend toward teacher evaluation may further obscure these possibilities. As Bailey (1981) notes, "the issue of documenting teacher efficiency and effectiveness continues to prey on the minds of teachers, administrators, and school district patrons" (p. 8). While a number of teacher appraisal and supervisory systems have been developed to foster accountability, few such systems encourage personal growth and self-direction. The purpose of this pilot study is to develop an instrument that might be used to extend effective teaching through self-assessment and clinical supervision.

**Partial funding for this project was provided by the Research Council of the University of North Carolina at Greensboro.

Theoretical framework

One of the most promising approaches for encouraging both teacher effectiveness and personal growth is Invitational Education. First articulated by Purkey (1978), Invitational Education integrates self-concept theories with research on teaching. The result is a framework for analyzing teaching that emphasizes both effective teaching practices and personal growth and development. This emphasis on "the person in the process" (Purkey and Novak, 1934, p. 72) makes Invitational Education especially conducive to both clinical supervision and self-assessment.

The basic premise of Invitational Education is that teachers can encourage students to view themselves more positively and learn more efficiently by "inviting" success. Through the messages they send, teachers can foster positive perceptions and encourage active learning. Invitational teaching stems from positive perceptions of students and a consistent behavioral "stance." Purkey and Novak (1984) suggest that these inviting perceptions and stance provide the basis for a wide range of "personally" and "professionally inviting practices (p. 72)." Amos (1985) elaborates the distinction between these two dimensions, defining personally inviting practices as those which "encourage students to feel good about themselves and their abilities in general" and professionally inviting practices as those which "encourage students to learn and appreciate course content" (p. 2).

In order to assess such practices, Amos, Purkey, and Tobias (1984) developed the Invitational Teaching Survey. They began by identifying potentially inviting practices from the literature and soliciting the ratings of 219 experts in invitational education. Factor analysis of the resulting 43 items yielded five subscores: consideration,

commitment, coordination, proficiency, and expectation. Using this instrument, Amos (1985) surveyed 1045 dental hygiene students and found positive relationships between inviting teacher practices and student affective outcome measures. The teachers who were rated higher on both personal and professional dimensions demonstrated higher student outcomes.

A range of investigations have explored the linkages between inviting practices and teacher effectiveness. Associations with affective outcomes have been especially well-documented in post-secondary settings (Inglis, 1976; Ripley, 1985; Smith, 1985). Lambeth (1980) and Turner (1983) found significant correlations between perceived teacher behaviors and student achievement in secondary school settings. Each of these studies has used student ratings of teacher performance as the basis for defining inviting practices.

While not reported in terms of inviting practices, several major reviews of the literature on teacher effectiveness suggest that personally and professionally inviting practices contribute substantially to student achievement in elementary and secondary education (Barnes, 1981; Brophy 1983; Fisher, 1978; Johnston, 1984; Rosenshine, 1983). These studies suggest that successful teachers invite students to view themselves more positively and to learn more efficiently through an interaction of professional skills in planning instruction, presenting lessons, organizing activities, monitoring performance, and providing feedback. Such teachers also invite student success through clusters of personally inviting skills that foster positive contexts for learning. Through the interaction of these skills, successful teachers create classroom environments that are

exciting, inviting places to learn.

Studies of teacher self-assessment procedures and clinical supervision processes suggest that both of these approaches have excellent potential for encouraging teachers to extend their personally and professionally inviting practices. Bailey (1980) found that 200 teachers who had been trained to use self-assessment procedures continued to use and value such strategies over a five year period. In a review of ten investigations of the effectiveness of clinical supervision, Reavis (1978) notes that teachers consistently prefer clinical supervision to more traditional models. Clinical approaches have produced observable changes in teacher behavior and teachers seem to be more comfortable with supervision processes when they have opportunities for open discussion. For clinical supervision procedures to be most successful, McNergney and Carrier (1981) insist that they must provide opportunities to reflect. Their model incorporates the basic elements of clinical supervision as "action steps" and adds "reflection steps" which they define as "the teacher educator's conscious effort to become aware of teacher needs and abilities (and) to reflect on them" (p. 198). In her assessment of the evolution of the clinical approach over its 20 year history, Garman (1982) emphasizes the need for colleagiality and collaboration, underscoring the need for personal support in the clinical process (p. 37). In order to provide such support, colleagues and supervisors need to use reliable instruments. As defined by Garman (1982), the degree of reliability of an instrument is the "degree to which the same event, observed by other colleagues, would be recognized or described in the same way by them" (p. 37). Both self-assessment and clinical supervision procedures may thus provide teachers systematic opportunities for personal and professional growth.

Methods

To develop an instrument that might serve as the basis for promoting inviting practices through both self-assessment and clinical supervision, the authors conducted a review of the literature on teacher effectiveness and assessment processes. The 43 items of the Invitational Teaching Survey provided a starting point for the identification of inviting practices. Five major reviews of the literature on teacher effectiveness then provided a basis for evaluating the degree to which these practices contributed to student achievement in elementary and secondary education. Some of the original practices were combined or eliminated to reflect information regarding elementary and secondary teaching practices and all items were re-worded to match descriptions of teaching behaviors.

The five reviews of research chosen to form the basis for construct validity were selected to provide a data base that was both comprehensive and focused on the middle grades. Fisher and others (1978) reported conclusions from a seven-year investigation of effective teaching conducted by the Far West Laboratory. Their data suggested that the most successful teachers are those who promote "academic learning time," that is, they maintain student involvement with tasks they can complete with high rates of success. The authors further described effective practices within six major functions: diagnosis, prescription, presentation, activity, and monitoring . In addition to these clusters of behavior, the effective teachers in this series of investigations also established an "academic context" for their classrooms, a shared expectation that learning would occur. Barnes (1981) analyzed twelve investigations of specific teaching practices as

they related to measured outcomes in student achievement. Each of the studies selected met rigorous criteria for methodology and specificity. Using the results of these studies, Barnes identified 83 teaching practices documented in two or more investigations. Brophy (1983) reported a review of 66 studies of effective practices in classroom and management. Rosenshine (1983) identified six major cluster of "instructional functions" based on a review of 48 similar studies. Johnston (1984) reviewed the effectiveness literature as it specifically related to teaching in the middle grades and draws conclusions based on direct observations of exemplary schools.

In order to assess the concurrent validity of the items resulting from the review of the literature, researchers compared these items with items from two performance appraisal systems. The Assessments of Performance in Teaching Observation Instrument (Stulak and others, 1982) was developed by the South Carolina Educator Improvement Task Force and was derived from a review of more than 50 state and national teacher evaluation forms. This instrument provided a prototype format (each item accompanied by a set of descriptors and space to record examples of the behaviors). This "binary" system was selected in preference to a numerical rating scale to reinforce the emphasis on self-assessment and clinical supervision rather than evaluation of teaching. The Teacher Performance Appraisal System (Stuck and others, 1984) was adopted by the state of North Carolina at the basis for the evaluation of teaching. It, too, was based on a review of other teacher appraisal systems and based on an extensive review of the literature. These two appraisal systems provided a basis for analyzing the items selected from the Invitational Teaching Survey and from the review of the literature. All items were cross-referenced with these

appraisal systems and exceptions noted.

The resulting Invitational Teaching Observation Instrument was then tested by two volunteer middle school teachers from two different North Carolina school districts to determine the efficacy of self-assessment procedures. Procedures for self-assessment were based on those developed by Bailey (1981). For purposes of this investigation, the seven basic steps for self-assessment that he proposed were reduced to five: philosophical overview, media utilization, behavior identification, goal setting, and follow-up. Each teacher videotaped three sample lessons, used the Invitational Teaching Observation Instrument to analyze their tapes, identified behaviors of concern, and planned follow-up activities.

Videotapes generated in this analysis provided the basis for reliability assessment. A group of 17 graduate students in a supervision course were trained in the use of the instrument and viewed a videotaped lesson. Their written protocols provided the data for computing percentages of inter-rater agreement.

Results

validation

Analyses and revision of original items for construct validity produced a list of 26 Professionally Inviting Behaviors and 9 Personally Inviting Behaviors. Table 1 presents an overview of these behaviors as they relate to the five selected reviews of research. Evidence for the effectiveness of each of these behaviors is provided in at least two of the reviews of the literature analyzed.

Insert Table 1 about here

Analysis of these items for concurrent validity is also summarized in Table 1. Twenty-four of the 26 Professionally Inviting Behaviors and 6 of the 9 Personally Inviting Behaviors are included in at least one of the teacher appraisal systems analyzed. The 2 exceptions among the Professionally Inviting Behaviors are item number 11 ("waits for responses") and item number 12 ("asks reflective questions"). It was decided to keep these items in the instrument because they were so strongly referenced in the literature as important considerations for teaching in the middle grades. It was also decided to mark them with a scope note since they did not demonstrate the same degree of concurrent validity as the other 24 items. The 3 exceptions among the Personally Inviting Behaviors were number 1 ("shares personal experiences"), number 2 ("talks with students about out-of-class activities") and number 6 ("encourages responsibility"). These items were also retained and marked with the same scope note. The rationale for their retention was that while these practices may not contribute as directly to achievement as the others, other studies suggest that they contribute significantly to students' perceptions of self-esteem (Amos, 1985; Ripley, 1985; Smith, 1985).

The result of this analysis of the literature is the Invitational Teaching Observation Instrument (see Appendix A). This instrument provides a general framework for self-assessment or observing teacher performance as well as specific sets of descriptors for each of the 35 behaviors selected.

case studies

Susan After attending an orientation session to discuss the rationale and development of the Invitational Teaching Observation Instrument, Susan videotaped three different types of lessons with her fourth and fifth grade students: a reading class, a math class, and a social studies lesson. After viewing the tapes several times, she coded the behaviors as "observed" or "not observed as frequently." Each of the 35 behaviors was observed at least once on at least one tape. Twenty four of the behaviors were observed in all three lessons. As a result of her analysis, Susan selected three behavioral areas as goals for improvement: extending wait-time after questions, accomodating individual differences in learning style, and talking with students about their out-of-class activities. In her follow-up report, Susan noted a heightened awareness of self-concept, a greater sensitivity to "think time" following questions, and more use of "tactile experiences" in her lessons. She began to use the 15 minute "homeroom period" as a time to talk with students individually and collectively about topics they select. Her suggestion for improvement was to establish some priorities among items. "Some of these behaviors seem to be more important than others," she notes (p. 3) and suggests emphasizing planning and preparation.

Debbie After participating in the orientations session on the instrument, Debbie conducted a review of the literature on inviting practices. After synthesizing that information, she began an informal analysis of her teaching and identified target behaviors for further development. She then asked the school librarian to videotape writing lessons with her sixth grade students. Rather than charting her responses, she wrote detailed protocols for each of the 35 items.

Examples included:

13. ...PROVIDES ALL STUDENTS AN OPPORTUNITY FOR ACTIVE INVOLVEMENT Partially observed

All students were given the opportunity to visualize, plan, and write. During discussion time, however, not all students were given the opportunity to answer questions; that is, I did not call on each student in the classroom.

23. ...DEMONSTRATES SUPPORT WHEN RESPONDING TO STUDENT ERRORS Observed.

When students appeared to have difficulty in planning their papers, I tried to be supportive while steering them in the right direction.

Debbie selected four behaviors for continued emphasis: adjusting presentations, asking reflective questions, involving all students, accomodating individual differences in learning style.

After an interval of three months, Debbie scheduled another videotape for analysis and reflection. In this single lesson, she demonstrated 28 of the 35 inviting behaviors. In her report, Debbie notes that

> During the past months, I have attempted to consciously implement inviting behaviors more frequently and consistently. The more I use them, the more "natural" they become. There are some behaviors which now are almost automatic which were not before (p. 10).

As a result of discussions with Susan and Debbie, researchers decided that it might be easier for teachers to analyze their inviting behaviors if these behaviors were organized by function. The resulting

Model for Inviting Success in the Classroom is presented in Figure 1. In this representation, Personally Inviting Behaviors provide a context for the Professionally Inviting Behaviors and five major clusters of functions are identified: planning, presentation, active involvement, feedback, and monitoring.

reliability

The completed protocols from the 17 graduate students in a supervision course who used the Invitational Teaching Observation Instrument to analyze a videotaped lesson were tabulated to assess inter-rater agreement. The protocols for each behavior on the instrument were categorized as "demonstrated," "not demonstrated," or "no opportunity to observe." Percentages of agreement were then computed. Table 2 presents the results of this analysis.

Insert Table 2 about here

While the average percentage of inter-rater agreement of 75.9 compares equitably with those reported in other protocol analyses (Squire, 1964), agreement among raters for 13 of the 35 items fell below 75%. For this particular sample of observers, these 13 items were not reliable. The percentage of agreement among the other 22 items (85.3) indicates a potential for a higher degree of reliability when the descriptors for these 13 items are revised.

Discussion

The results of this pilot study demonstrate the feasibility of developing an instrument that might be used to extend effective teaching

through self-assessment and clinical supervision. The Invitational Teaching Instrument is a valid representation of the research on teacher effectiveness and provides a useful framework for self-assessment. In its current form, the instrument does not provide a reliable base of agreement among observers however and will need to be revised in order to serve as an accurate basis for clinical supervision.

The Invitational Teaching Observation Instrument demonstrates strong construct and concurrent validity. The reviews of research cited in the development of the instrument suggest very strongly that the 35 behaviors identified are "effective" teaching practices at elementary and secondary levels. All 35 behaviors are supported by at least two of the five reviews and 19 are supported by more than two of the reviews. While their purposes are different, the teacher performance appraisal systems reviewed provide support for all but 5 of the 35 behaviors. This convergence of information suggests that the framework of Professionally and Personally Inviting practices advocated in Invitational Education is a powerful concept for extending successful teaching.

The two case studies reported suggest that the Invitational Teaching Observation Instrument provides a useful framework for self-assessment. The data that Susan and Debbie collected demonstrates the practicality of the five-step process proposed. Both teachers began with an introduction to Invitational Education as a philosophical overview. Their videotapes provided a basis for identifying behaviors and reflecting upon teaching. This analysis and reflection produced clear statements of goals and a basis for follow-up evaluation. The case studies they recorded demonstrate new awareness of themselves as teachers as well as verifiable improvements in teaching performance.

The results of reliability analysis suggest several needs for revision

in the instrument. Descriptors for the 13 items that yielded inter-rater agreements of less than 75% will need to be rewritten to increase the likelihood that observers will recognize and describe the same event in a similar fashion. It may be that the instrument will not be as useful for analyzing videotaped lessons out-of-context as it might be for structuring pre-teaching and post-teaching conferences in a collaborative fashion. In any case, the instrument will need to be revised and tested in a second reliability assessment.

In conclusion, this pilot study produced a potentially useful instrument for observing and analyzing teachers' Personally and Professionally Inviting Behaviors. When revised to improve reliability, this instrument may provide a framework for both self-assessment and clinical supervision. Perhaps the most promising use of this instrument might be as an organizer for teams of teachers working together to extend their instructional efforts. One such approach, the Teacher Improvement Process (Van Hoose, 1986), provides a process for teachers to observe each other and discuss their perceptions of teaching in an open and supportive fashion. Continued research and development of instruments for observation and procedures for collaboration may "invite" teachers to grow personally and professionally in ways that acknowledge "the person in the process."

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TABLE 1 SELECTED VARIABLES FROM RESEARCH ON TEACHING RELATED TO INVITING PRACTICES

PROFESSIONALLY INVITING BEHAVIORS	REVIEWS OF RESEARCH						TEACHER APPRAISAL SYSTEMS	
	Amos (1985)	Barnes (1981)	Brophy (1987)	Fisher et al (1987)	Johnston (1984)	Rosenshine (1983)	TPAS (1985)	APT (1982)
The teacher...								
1. is prepared for class.	+			+			+	+
2. begins lesson promptly.	+	+	+				+	+
3. provides an overview.	+	+			+	+	+	+
4. speaks in a manner that facilitates student learning.	+			+			+	+
5. stuctures the lesson in logical steps.	+	+		+		+		+
6. makes smooth transitions between activities	+	+	+				+	
7. adjusts presentations and activities.					+	+	+	+
8. uses personalized references.	+				+		+	+
9. uses a variety of instruct. activities	+				+			+
10. asks questions.		+		+	+		+	+
11. waits for responses.	+	+	+		+	+		
12. asks reflective questions.	+	+			+	+		
13. uses motivation.		+			+		+	+
14. provides active student involvement.		+			+	+	+	+
15. provides practice of new skills.		+				+		+
16. learning rates.	+			+	+			+
17. learning styles.	+				+			+
18. monitors student performance.		+		+	+		+	+

PROFESSIONALLY INVITING BEHAVIORS	Amos (1985)	Barnes (1981)	Brophy (1987)	Fisher et al (1987)	Johnston (1984)	Rosenshine (1983)	TPAS (1985)	APT (1982)
19. provides feedback		+		+	+	+	+	+
20. praises student performance.	+	+	+		+		+	+
21. addresses disruptions.		+			+		+	+
22. responds to special problems.	+			+	+			+
23. demonstrates support.		+			+		+	+
24. encourages students.	+	+	+					+
25. communicates purposes and meaning.	+	+			+		+	+
26. summarizes major points.	+				+		+	
PERSONALLY INVITING BEHAVIORS								
1. The teacher shares personal experiences	+				+			
2. talks with students about their out-of-class activities	+				+			
3. demonstrates sense of humor	+				+			+
4. shows enthusiasm	+				+			+
5. models courtesy and respect	+				+			+
6. encourages responsibility	+		+		+			
7. maintains patience	+				+			+
8. gives reasons for actions, decisions and directions	+	+						+
9. communicates open-mindedness	+	+			+			+

TABLE 2 PERCENTAGES OF AGREEMENT AMONG OBSERVERS ON ITEMS OF THE INVITATIONAL TEACHING OBSERVATION INSTRUMENT PROFESSIONALLY

INVITING BEHAVIORS	Demonstrated	Not Demonstrated	No Opportunity To Observe	Percentage Agreement*
1. preparation	15	2		88
2. promptness	10	7		(59)
3. overview	14	3		82
4. speech	16	1		94
5. structure	13	4		76
6. transitions	14	3		82
7. adjustments	10	7		(59)
8. personalization	11	5	1	(65)
9. variety	17			100
10. var. questions	13	4		76
11. wait-time	13	3	1	76
12. reflective ques.	10	6	1	(59)
13. motivation	9	8		(53)
14. involvement	11	6		(65)
15. practice	8	9		(53)
16. learning rates	7	10		(59)
17. learning styles	11	6		(65)
18. monitoring	15	2		88
19. feedback	15	2		88
20. praise	14	3		82
21. disruptions			17	100
22. respond.sp.prob.	1	1	15	88
23. support	14	3		82

PROFESSIONALLY INVITING BEHAVIORS	Demonstrated	Not Demonstrated	No Opportunity To Observe	Percentage Agreement
24. personal expression	3	13	1	76
25. purpose	15	2		88
26. summary	15	2		88
PERSONALLY INVITING BEHAVIORS				
1. personal sharing	7	10		(59)
2. out-of-class talk		1	16	94
3. humor	5	11	1	(65)
4. enthusiasm	7	10		(59)
5. courtesy	14	3		82
6. student decisions		14	3	82
7. patience	15	1	1	88
8. giving reasons	3	13	1	76
9. open-mindedness	3	9	8	(53)

AVERAGE PERCENTAGE OF AGREEMENT = 75.9

PERCENTAGE OF AGREEMENT AMONG ITEMS ABOVE 75% AGREEMENT = 85.3

*Parentheses indicate less than 75% agreement.

Appendix A

INVITATIONAL TEACHING OBSERVATION INSTRUMENT

DAVID STRAHAN
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The Invitational Teaching Observation Instrument represents a synthesis of research on effective teaching and the concept of Invitational Education (Purkey and Novak, 1984). The instrument consists of 35 descriptors of teacher behaviors and guidelines for observing them. These descriptors are based on seven major reviews of investigations of teacher effectiveness. Each of these descriptors has been associated with student performance in at least two of these major reviews. Thirty of these descriptors have been further validated through cross-referencing with two comprehensive performance appraisal instruments (Assessments of Performance in Teaching, 1982; Teacher Performance Appraisal System, 1985). The five exceptions are noted (*) and are included in this instrument because they have special relevance to the middle grades. The descriptors are organized by "professionally" and "personally inviting behaviors" to provide a framework for analyzing specific ways in which teachers encourage student success. The extensive research basis for these descriptors strongly suggests that teachers who demonstrate many of these behaviors will be effective in providing a successful climate for learning.

PROFESSIONALLY INVITING BEHAVIORS

1. THE TEACHER IS PREPARED FOR CLASS. (1, 4, 8, 9)

The teacher has developed strategies for achieving each objective. These strategies are reflected in written plans. Such strategies may include activities, games, demonstrations, discussions, lectures. The teacher provides sufficient information for the observer to determine if strategies address objectives. The focus is on the intent of the objective. Even if objectives are not written, procedures should be appropriate for the intent of the objective.

2. . . . BEGINS THE LESSON PROMPTLY (1, 2, 3, 8, 9)

The time for beginning the lesson is indicated on the schedule. A minimum of instructional time should be used for clerical tasks such as checking attendance. The behavior is not demonstrated if instructional time is used for such things as organizing needed materials.

3. . . . PROVIDES AN OVERVIEW (1, 2, 5, 7, 8, 9)

The instructional plan includes an orientation for students about what is to follow. It serves as an advanced organizer. Even if the lesson is a continuation from a previous lesson or a discovery activity, an overview should be given. Simply giving directions for an activity is not adequate for credit.

4. . . . SPEAKS IN A MANNER THAT FACILITATES STUDENT LEARNING (1, 4, 8, 9)

Considerations include volume, tone, characteristics, and speech mannerisms. The teacher's speech should encourage concentration on the lesson.

5. . . . STRUCTURES THE LESSON IN LOGICAL STEPS (1, 2, 4, 7, 9)

Explanations, descriptions, and activities are organized so that an orderly presentation is made. Examples include step-by-step approaches, explanations given in chronological order, concrete to abstract, or familiar to unfamiliar. Presentations considered may be given to the entire class or portions of the class.

6. . . . MAKES SMOOTH TRANSITIONS BETWEEN ACTIVITIES (1, 2, 3, 8)

Connections between lesson segments are clear. Interruptions are handled with a minimum of class disruption. If students lose large amounts of instructional time (for example, time on task), the behavior is <u>not</u> demonstrated. (For example, students sitting idly waiting for others to finish.)

7. . . . ADJUSTS PRESENTATIONS AND ACTIVITIES IN RESPONSE TO FEEDBACK FROM STUDENTS (5, 7, 8, 9)

The teacher alters instructional strategies. Reteaching, changing plans, and designing impromptu learning activities for remaining class time are examples of adjustments. The teacher alters instruction if students lose interest, fail to understand, become frustrated, or complete assignments early.

8. . . . USES PERSONALIZED REFERENCES FOR ILLUSTRATIONS (1, 5, 8, 9)

The teacher expresses the relationship of the idea to an individual as an instructional example. Teachers may characterize a personal incident of the students and show its relation to the lesson. An example may be, "Johnny, don't you have a dog like the one in the story?" Placing the student hypothetically in a specific context is another example.

9. . . . USES A VARIETY OF INSTRUCTIONAL ACTIVITIES DURING A SINGLE LESSON (1, 5, 9)

A <u>variety</u> of teaching methods may include drill, lecture, demonstration, questioning, discovery, discussion, learning centers. An occasional question is not considered a questioning approach. If the teacher uses a combination approach for instruction, the behavior is demonstrated.

10. . . . ASKS VARIED AND APPROPRIATE QUESTIONS (2, 4, 5, 7, 8, 9)

Questions include a range of levels (factual, organizational, interpretive, creative) and help students relate to the subject matter.

*11. . . . WAITS FOR STUDENTS TO RESPOND TO QUESTIONS (1, 2, 3, 5, 6)

The teacher allows students to think about questions, problems, and issues for several seconds (5-20) before recreating, rephrasing, or

directing a question.

*12. . . . ASKS REFLECTIVE QUESTIONS THAT STIMULATE THINKING (1, 2, 5, 6)

The teacher asks questions that encourage students to think about their own thinking processes and describe how they reach conclusions or why they make the suggestions they do.

13. . . . USES MOTIVATING TECHNIQUES TO GENERATE INTEREST (2, 5, 8, 9)

The teacher uses a specific activity or instructional device to generate interest in the lesson. Stimulating techniques may include "attention getters", creative activities, unusual resources, thought-provoking questions, games, and simulations. The technique employed should be calculated to initiate, increase, or maintain student interest in the lesson.

14. . . . PROVIDES ALL STUDENTS AN OPPORTUNITY FOR ACTIVE INVOLVEMENT (2, 5, 6, 7, 9)

Experiences provide an opportunity for <u>all</u> students to become actively involved in the lesson in some way by moving, writing, or talking. A discussion should provide all students at least one opportunity to contribute or answer questions.

15. . . . PROVIDES ALL STUDENTS OPPORTUNITY TO PRACTICE NEW SKILLS (2, 7, 9)

Application and/or practice is used to reinforce a concept or skill. Practice or application should be provided for at least <u>one</u> of the objectives for the lesson. At least one opportunity for <u>each</u> student is provided.

16. . . . ACCOMODATES INDIVIDUAL DIFFERENCES IN LEARNING RATES (1, 4, 5, 9)

In both plans and procedures, the teacher provides for differences among students in rates of completing tasks. Activities are provided for students who finish work early and opportunities are available for students who need time later in the lesson to complete assignments.

17. . . . ACCOMODATES INDIVIDUAL DIFFERENCES IN LEARNING STYLES (1, 5, 9)

In both plans and procedures, the teacher provides for differences among students in preferred modalities and methods of organizing information. For example, every lesson should incorporate some opportunity for visual, auditory, and kinesthetic/tactile experiences. Lessons should also provide some concrete activities as well as discussion of more abstract ideas.

18. . . . MONITORING STUDENT PERFORMANCE TO DETERMINE NEEDS FOR CLARIFICATION, ASSISTANCE, OR ADJUSTMENT (2, 4, 5, 8, 9)

The teacher may ask questions, look at samples of student performance, or use other informal evaluation procedures during the lesson (not a pre-test or post-test). Monitoring may involve asking questions.

19. . . . PROVIDES STUDENTS FEEDBACK ON THEIR PROGRESS AND PERFORMANCE (2, 4, 5, 7, 8, 9)

The teacher attempts to inform students of their accuracy or progress. Feedback may be verbal, nonverbal, or written but must address correct or incorrect responses on student performances. (For example, "that's right" or "try again.")

20. . . . PRAISES STUDENT PERFORMANCE AND EXPRESSES APPRECIAITON TO STUDENTS (1, 2, 5)

The teacher responds positively to students when they participate in class or perform in a desirable manner. Positive reinforcement may include praise and encouragement, either verbal or nonverbal.

21. . . . ADDRESSES DISRUPTIONS THAT INTERFERE WITH STUDENT LEARNING (2, 5, 8, 9)

Disruptions are handled in accordance with the severity or nature of the disruption. The teacher addresses each disruption in a manner that encourages academic learning time and is as unobtrusive as possible. For example, the teacher may walk over to "disrupters" or make a nonverbal gesture while continuing to lecture or ask. In all responses to student disruptions, the teacher demonstrates sensitivity to the well-being of the disrupting student(s) while assuring that the rights of other students in the class are not being violated.

22. . . . RESPONDS TO STUDENTS WITH SPECIAL PROBLEMS (1, 4, 5, 7)

The teacher provides additional instruction for individual students who need it. Whenever a student or small group of students indicates lack of skill or understanding, the teacher provides additional instruction or alternative activities. If it is not feasible to give special assistance at the time, the teacher arranges to provide help as soon as possible.

23. . . . DEMONSTRATES SUPPORT WHEN RESPONDING TO STUDENT ERRORS (5, 7)

Constructive criticism is accompanied by encouragement. The teacher recognizes student's responses as worthwhile contributions in spite of "errors". (For example, "You have the right idea but I am not sure you are applying it correctly," or "If you could elaborate, maybe your answer would be clearer to us.")

24. . . . ENCOURAGES STUDENTS TO EXPRESS PERSONAL IDEAS, NEEDS, OR INTERESTS (2, 5, 9)

The teacher promotes student involvement for opinions and by listening attentively to responses. The teacher does not respond to any student comment by conveying ridicule and/or sarcasm either verbally or nonverbally.

25. . . . COMMUNICATES PURPOSES AND MEANING OF THE LESSON (1, 2, 5, 8, 9)

The teacher shows a relationship between the lesson and long-range

goals or everyday life; or shows the importance of single concepts to the mastery of important dimensions of the subject.

26. . . . SUMMARIZES THE MAJOR POINTS OF THE LESSON (1, 5, 8)

The teacher concludes the lesson with a review of the key ideas presented or discussed. This review may be provided in a direct fashion or solicited through prompting questions such as "what were the major points we covered today?" However it is accomplished, there is a clear "conclusion" to the lesson.

PERSONALLY INVITING BEHAVIORS

*1. THE TEACHER SHARES PERSONAL EXPERIENCES WITH STUDENTS (1, 5)

The teacher occasionally makes references to his or her interests and experiences as they relate to the lesson. Personal anecdotes are used as illustrations.

*2. . . . TALKS WITH STUDENTS ABOUT THEIR OUT-OF-CLASS ACTIVITIES DURING NON-INSTRUCTIONAL TIME (1, 5)

The teacher uses time before and after lessons as an opportunity to talk with students about their interests and activities, such as being a part of a club or being a participant in activities such as band, gymnastics or soccer.

3. . . . DEMONSTRATES A SENSE OF HUMOR (1, 5, 9)

The teacher uses humor and acknowledges humorous ideas and situations, (may not be at the expense of students).

4. . . . SHOWS ENTHUSIASM FOR LEARNING AND TEACHING (1, 5, 9)

The teacher demonstrates excitement, enjoyment, or animated involvement in learning. Evidence may include intense or dramatic expressions, movement, vocal inflections, or facial changes.

5. . . . MODELS COURTESY AND RESPECT FOR STUDENTS (1, 5, 9)

The teacher uses student names in a friendly and supportive way. Non-verbal behavior is also supportive.

*6. . . . ENCOURAGES RESPONSIBILITY BY INVOLVING STUDENTS IN DECISION-MAKING (1, 3, 5)

Whenever appropriate, the teacher encourages students to provide input regarding classroom procedures. The teacher also encourages students to monitor their own performance and evaluate their own actions. The teacher provides choices and alternatives enabling students to make selections most appropriate to them.

7. . . . MAINTAINS PATIENCE AND POISE (1, 5, 9)

The teacher allows reasonable time for students to ask questions and

complete assignments. When involved in potentially disruptive situations, the teacher keeps his or her composure and encourages a calm atmosphere.

8. . . . GIVES REASONS FOR ACTIONS, DECISIONS, AND DIRECTIONS (1, 2, 9)

When appropriate, the teacher gives reasons for actions. (For example, "The reason we are in groups today is that . . ." or "I'll be with you in a minute, but right now I'm working with . . ."

9. . . . COMMUNICATES OPEN-MINDEDNESS (1, 2, 5, 9)

The teacher admits fallibility and considers opposing opinions, ideas, or feelings. (For example, "I do not know the answer to that question, but I will check on it.")

*** indicates items not referenced in teacher performance appraisal systems and perhaps not as likely to be associated with student achievement**

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